



Work readiness

Description

An apprenticeship or an in-company learning period, as part of a vocational education and training (VET) programme, helps young people prepare for working life. Employers expect learners to show motivation and commitment, as well as certain behaviours and attitudes. Learners may be in client-facing situations which requires a certain degree of maturity and self-control.

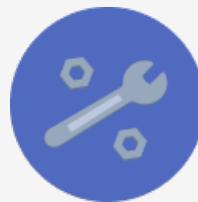
This is a significant change when compared to a school environment. Many learners, in particular those who are younger and those with a history of absenteeism or discipline issues, may not be sufficiently prepared. Insufficient work readiness can be a reason for early apprenticeship contract termination, or for learners' disengagement and drop out.

The vocational education and training system can support learners to ensure a successful transition into in-company training.

Related intervention approaches



Developing employability skills



Work-based learning and simulations



Inclusive work-based learning environments

Related resources



“FUORI SCUOLA” Pathways for the recovery of early school leaving

FUORI SCUOLA Percorsi di recupero dalla dispersione scolastica

FUORI SCUOLA is a project that aims to tackle early leaving from education and training at the local level of provinces.

Having a holistic approach aiming at the wellbeing of young early leavers, each organisation provides services in four areas:

- a) development of professional skills;
- b) development of personal and social skills;
- c) development of key competences;
- d) reaching out, engagement, reception, listening and guidance.

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DARE

Day One Alliance for Employment

The DARE (Day One Alliance for Employment) project is a dynamic and innovative initiative that supports young people not in employment, education, or training (NEET). By focusing on both skill development and social integration, DARE enhances the employability of marginalised youth across Europe.

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Natives and immigrants enrolled in Spanish intermediate vocational education and training: a comparative study

Antoni Cerdà-Navarro, Francesca Salvà-Mut, Rubén Comas-Forgas & Mercè Morey-López

This article looks at the differences and similarities between Spanish-born and immigrant students enrolled in the first

year of Intermediate Vocational Education (IVET) programmes in Spain.

 **Spain**

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